

# Professional Studies 1

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Learner and Teacher Identity

# Session Objectives

1. Explore the process of learning
2. Introduce theories of learning and knowledge
3. Explore critical thinking

# Essential Readings

1. Deans for Impact (2015) The Science of Learning [Online]  
Accessible from: <https://deansforimpact.org/resources/the-science-oflearning/>. [retrieved 10 October 2018].
2. Kelly, A (2012) Knowledge and the Curriculum in The Curriculum: Theory and Practice, chapter 2 (pp 32-55)



Think about the last thing you learned to do. It could be anything, how to paint, a new recipe, learning to drive, how to speak a language.

How did you learn?

You will be  
learning in order  
to be assessed  
against the  
Teachers'  
Standards







# Journey from Learner to Practitioner

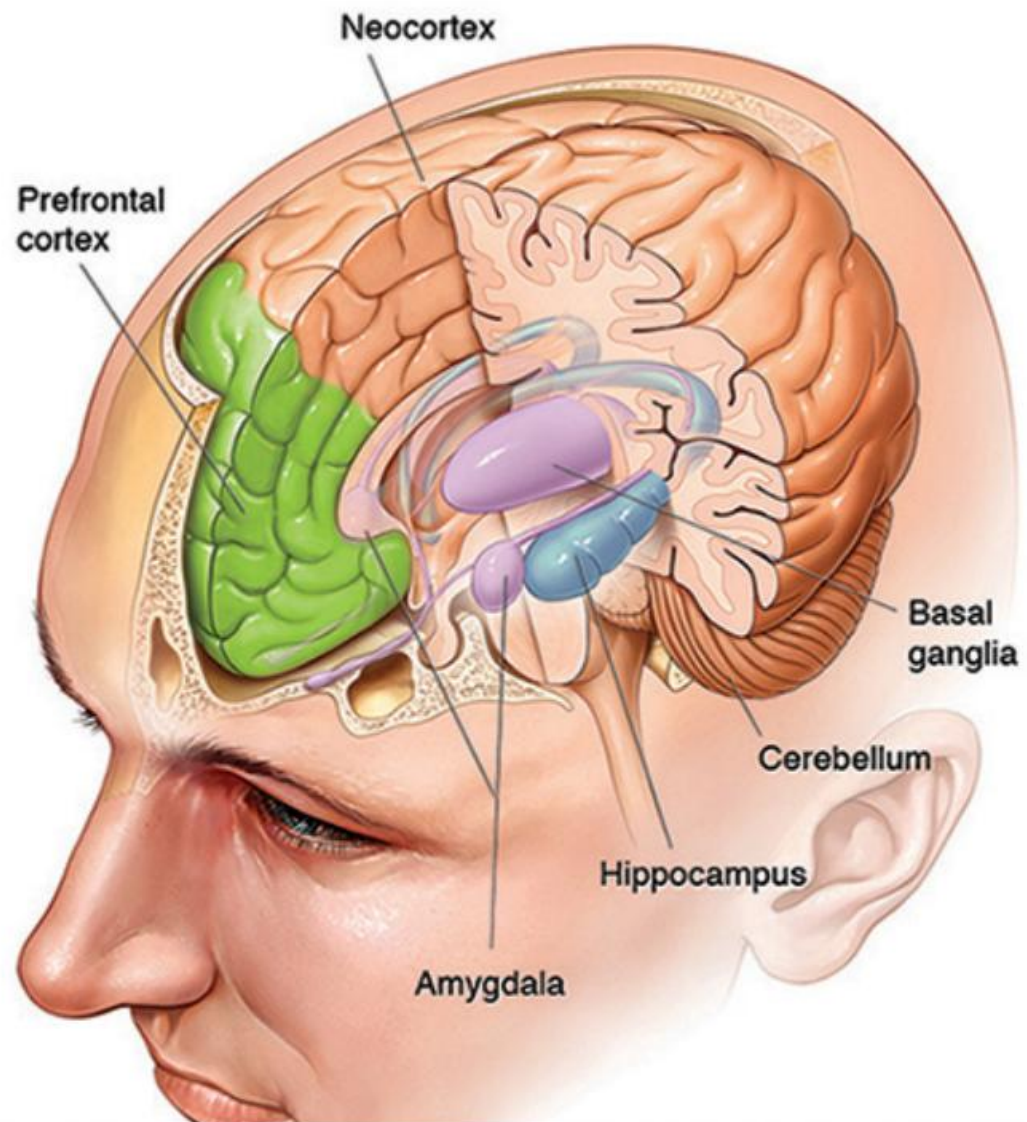
# Learner and Teacher Identity

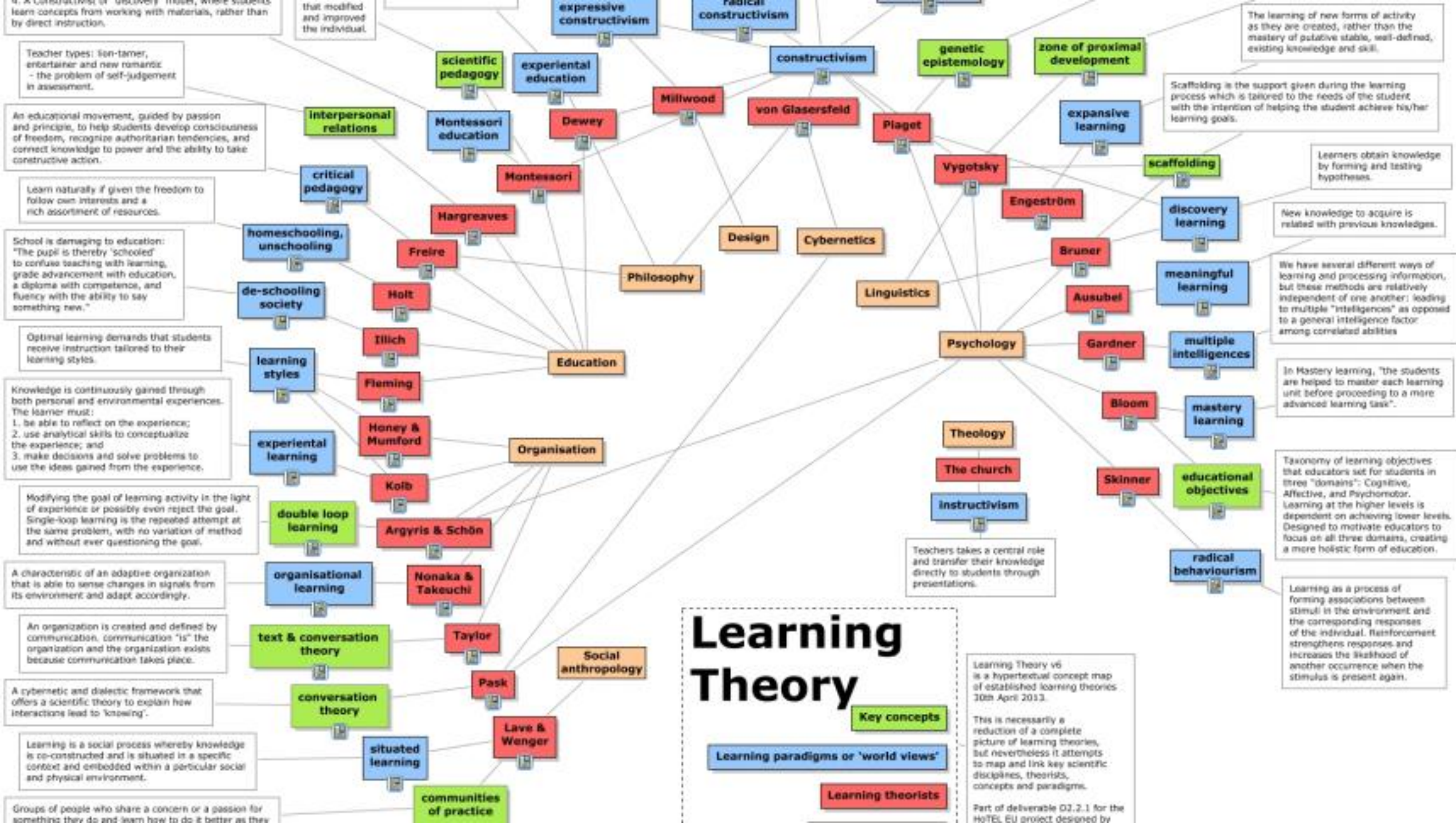


How do you  
learn?









What is learning?

What do we learn?

How do we learn?

What is knowledge?



What does knowledge look like?

Is all knowledge equal?

# Knowledge depends on how we believe 'reality' is constructed



Measurable



Testable



Experienced



Individually uniquely perceived



Socially constructed











Specific to culture



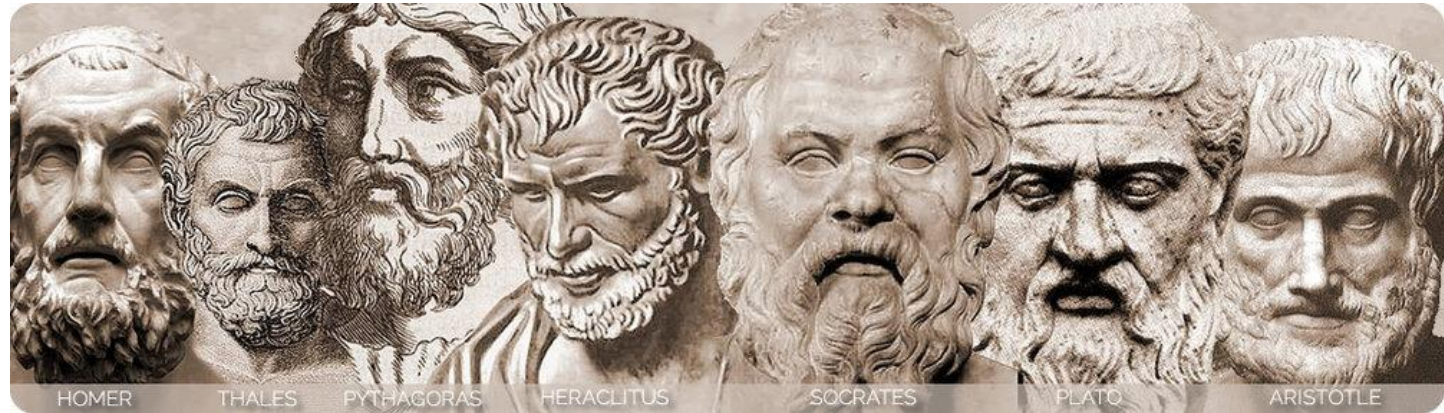
Constructed in a timebound context



Constructed through language

Sources of Knowledge	
 Measurable	Data, facts
 Testable	Data, facts
 Experience	Observations, reflections
 Individually uniquely perceived	Reflective accounts, personal images,
 Socially constructed	Community practices, cultural norms
 Specific to culture	Cultural artifacts, colloquialisms
 Constructed in a timebound context	Time specific data, documents, images
 Constructed through language	Conversations, stories

Who decides  
what  
knowledge  
looks like?





What is an experience?

Is an experience important for learning?

# Learning Theories

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## Behaviourism

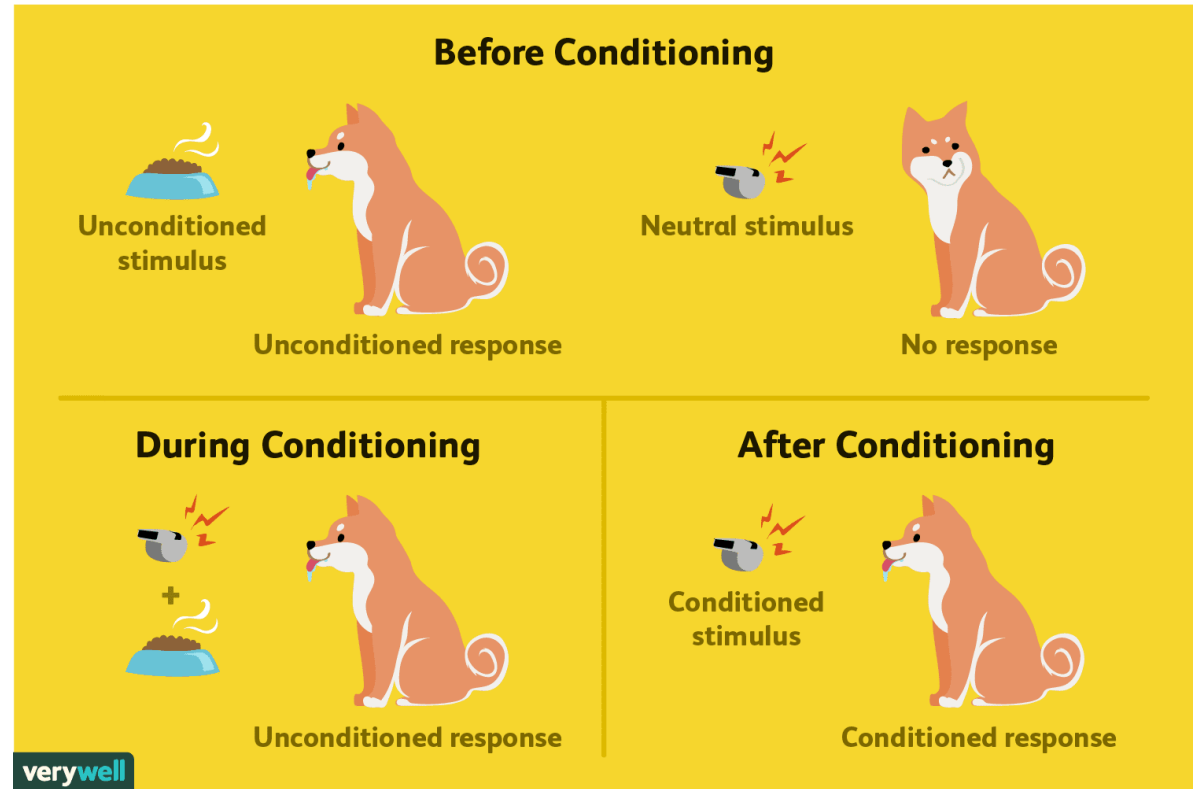
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## Cognitivism

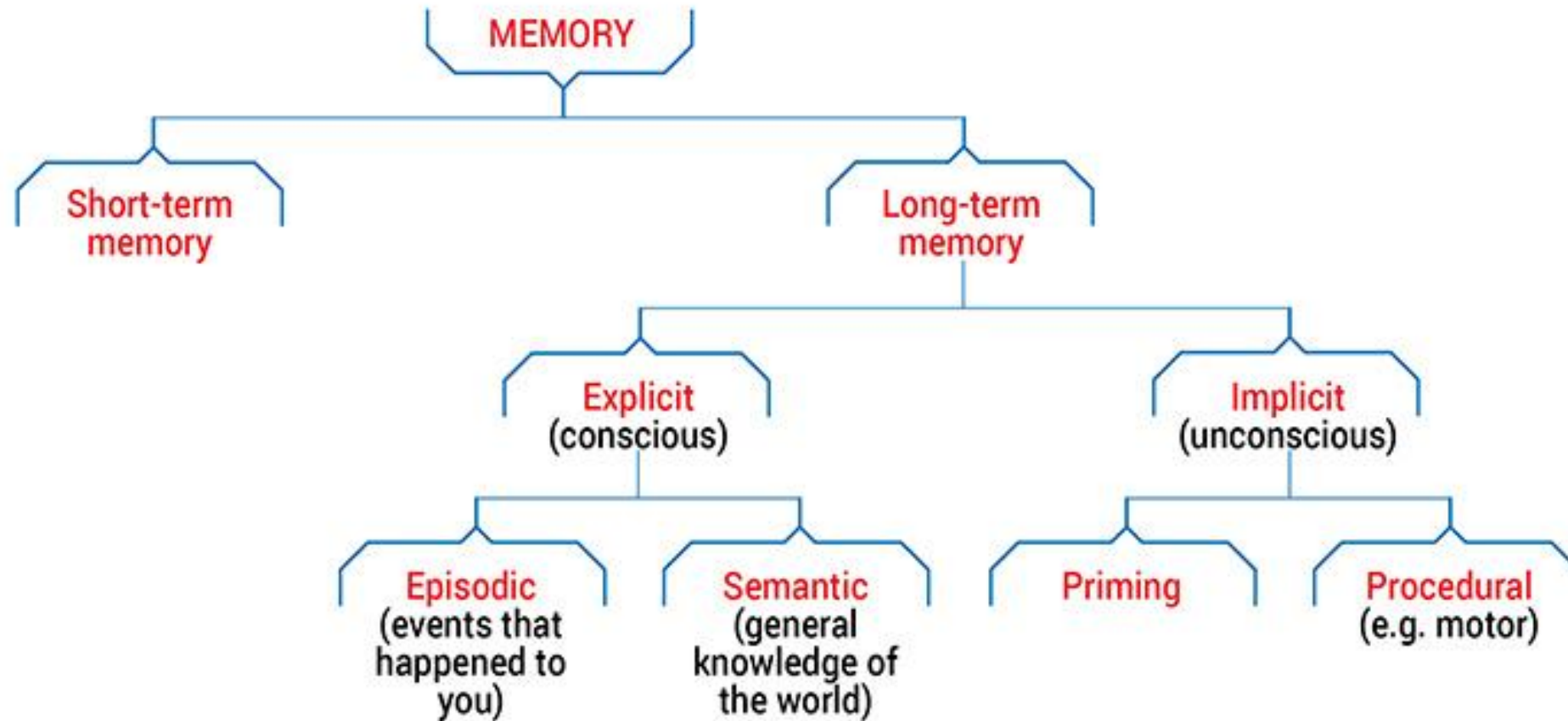
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## Constructivism

# Behaviourism











# Cognitivism







# Constructivism

-  Measurable
-  Testable
-  Experience
-  Individually uniquely perceived
-  Socially constructed
-  Specific to culture
-  Constructed in a timebound context
-  Constructed through language

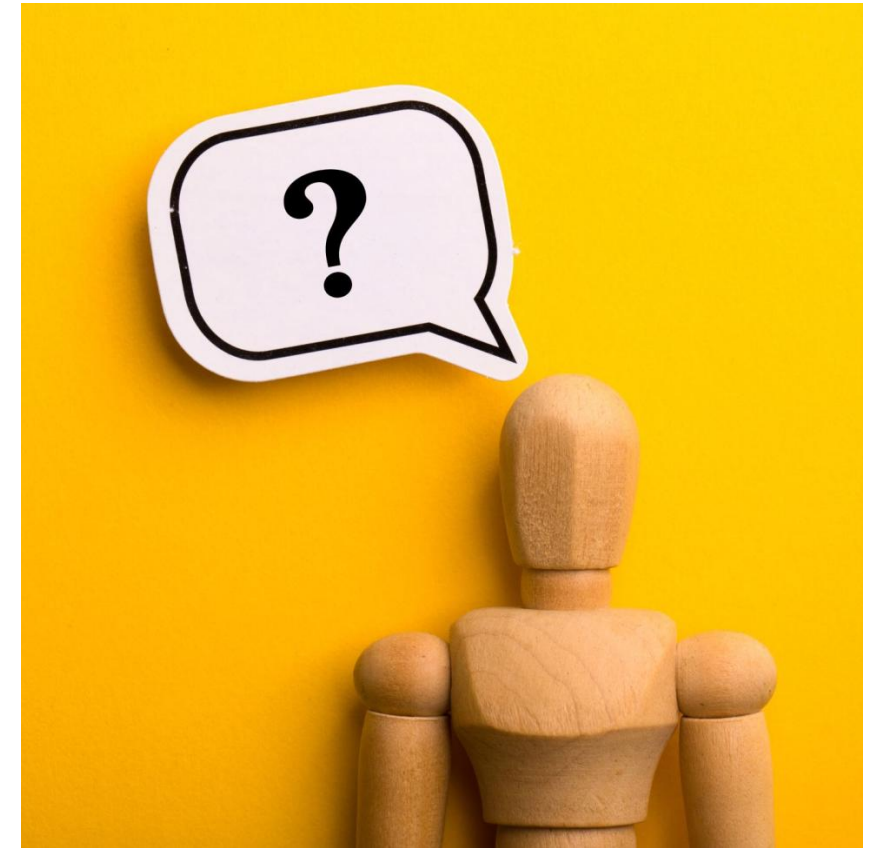
Ways of Knowing	Sources of Knowledge	How do we learn this?	How should we teach this?
Knowledge is that which can be measured	Data, facts		
Knowledge is the result of a hypothesis that can be proven	Data, facts		
Knowledge is what is lived	Observations, reflections		
Knowledge is individually perceived	Reflective accounts, personal images,		
Knowledge is derived from a shared experience	Community practices, cultural norms		
Knowledge is that which is contextually known	Cultural artifacts, colloquialisms		
Knowledge is that which is known in a specific time	Time specific data, documents, images		
Knowledge is that which exists through being known in language	Conversations, stories		



**It's not that deep**

Why is it important to think about how knowledge is constructed and who constructs it on your PGCE? How might this impact your students?

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Who are you? What do you think is important to teach?  
How will you teach it?  
What kind of teacher will that make you?

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What else will influence  
who you are as a teacher  
and how you teach?





## Types of unconscious bias

There are many types of unconscious bias - and, without realising it, you're probably guilty of them already. Here are some of the main biases that can affect workplaces:

**Affinity bias** - the tendency to 'warm up' to people who are like yourself

**Halo effect** - the tendency to think that everything about a person is good simply because you like them

**Perception bias** - the tendency to believe one thing about a group of people based on stereotypes and assumptions, making it impossible to be objective about individuals

**Confirmation bias** - the tendency to seek to confirm your pre-existing ideas and assumptions about a group of people

**Group think** - the tendency to try too hard to fit into an existing culture, mimicking others and holding back thoughts or opinions, resulting in the loss of identity and lost creativity and innovation



The background is a dark, abstract composition featuring concentric circles and a bokeh effect. The circles are formed by light trails, with the innermost circle being a bright, multi-colored cluster of points. The outer circles are composed of blurred, elongated light shapes in shades of blue, green, and white. The overall effect is a sense of depth and movement, with the light trails creating a spiral-like pattern that draws the eye towards the center.

Theories



An iceberg floating in a blue ocean under a bright blue sky with white clouds. The sun is shining from the top left, creating rays. The iceberg's tip is above the water, while the much larger base is submerged. The text is overlaid on the image, with the visible part above the water and the hidden part below.

## **Publication**

**Purpose of publication**

**Research**

**Funding**

**Experience**

**Study of theories to inform position**

**Understanding of Philosophy**

**Theoretical framework – ontology, epistemology,  
pedagogy**





How will today's session  
influence your future  
practice?